2023 Annual Report

Villawood East Public School

3977

Introduction

The Annual Report for 2023 is provided to the community of Villawood East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

We believe our students are resilient, capable, and competent learners. Educators maintain the highest expectations of our learning community whose learning needs are nurtured and celebrated. We develop environments that create choice through flexible and responsive environments while maintaining excellence in teaching, learning and wellbeing. Villawood East Public School endeavours to develop informed citizens who make active contributions to society and their own community. They will be equipped with skills, knowledge and values that support students in advocating for selves well into their future. We aspire to develop student confidence, self esteem and ambition. We will establish mentoring, coaching and professional partnerships to build leadership density across staff, students and parents.

School context

Villawood East Public School is situated in South Western Sydney and has an enrolment of 260 students.

Villawood East Public School is situated on Darug land. An appreciation and understanding of Aboriginal and Torres Strait Islander culture is embedded throughout the school environment and curriculum, showing respect for land and the traditional custodians.

Villawood East Public School is a multicultural school with 79% of students from 22 language groups, other than English. The school comprises of 13 classes including three support classes and an on-site preschool. 8% of students are from Aboriginal background.

The school has an ICSEA (Index of Community Socio-Economic Advantage) of 896 and a FOEI (Family Occupation Employment Index) of 172.

Villawood East Public School provides quality education in a supportive, inclusive and nurturing environment where learning is valued and the needs of all students are catered for.

Our school values are Safe, Respectful, Learners. We implement a variety of quality programs: Extending Mathematical Understanding (EMU), Arabic Community Language and Songroom, a weekly creative arts and Aboriginal Culture Program. A Speech Pathology Program is implemented one day a week to support students P-6.

Extra-curricular opportunities in sport and technology are provided to enable our students to participate in a range of different experiences. We are a Community Hub that offers TAFE courses for community members. The school organises a breakfast club for students and the community.

We value our strong relationships with Karitane, Burnside, Koorana, and The Smith Family which support our students, teachers and community. Our staff work collaboratively with these agencies and value the assistance they provide to our families.

The school has completed a detailed situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher collaboration and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

1. Student Growth and Attainment

Our priority is student growth and achievement in the area of reading and numeracy by ensuring all teachers and students are aware of personal goals to be achieved. A consistent approach P-6 for monitoring and assessing student progress is an important component of this strategic direction.

2. Leadership Density and Capacity Building

Our priority is that every teacher continues to develop and learn to implement quality teaching. We aim to support future leaders, strengthen our collaboration and further develop our learning culture.

3. Student and Community Voice and Engagement

Evaluation of feedback highlighted the need to provide greater opportunity for student and parent voice to increase sense of belonging. Our aim in seeking student and parent voice is to provide opportunities to influence the learning environment positively.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence

Strategic Direction 1: Student growth and attainment

Purpose

To develop student skills, knowledge and appreciation of English and Mathematics and the role it plays in developing confidence, self esteem and ambition. To enhance students' understanding of personal learning goals and developing informed citizens who make active contributions to society and their own community. To promote learning excellence through a highly responsive approach to quality teaching and assessment. To develop self-aware, reflective and responsible students who strive for excellence and reach their full potential.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Designing and implementing effective, evidence-based literacy blocks
- Using evidence-based, best practise in teaching Mathematics

Resources allocated to this strategic direction

Socio-economic background
Professional learning
English language proficiency

Summary of progress

Designing and implementing effective, evidence-based literacy blocks

In 2023, the decision was made to re structure literacy blocks including the explicit teaching of phonics incorporating decodable and quality texts. Despite many students attending preschool, Kindergarten students demonstrated limited literacy and numeracy experiences. The Infants team restructured the literacy blocks to incorporate a daily review of previous learning and a gradual release model of 'I do, we do, you do'. Teachers adapted their timetables to allow for multiple, short, sharp teaching opportunities throughout the day, resulting in increased engagement and improved results in subsequent mid and end of term assessments. Students are beginning to apply knowledge of single sounds to reading and writing, as well as some knowledge of Tricky Words to correct own work.

It is anticipated these successes will become further evidenced in stage 1 2024 as the cohort have built a strong foundation for future phonics instruction. Implications for 2024 include successful implementation of Talk 4 Writing schoolwide to further encourage the literacy skills and success of students, as well as refining existing teaching practices and teacher confidence around teaching phonics, including assessment and tracking practices.

Using evidence-based, best practise in teaching Mathematics

In previous years Villawood East Public School staff have engaged with Building Numeracy Leadership, The Big Ideas, Number Talks and Talk Moves professional learning. Due to the number of early career teachers and new staff members the need for consistency arose and was addressed through completing "Becoming Mathematicians: Big Ideas to Start Strong" modules developed by the Mathematics Strategy Professional Learning team. This training also supports a whole-school approach in the teaching and learning of mathematics. Stages 2 and 3 are developing resources to support implementation, adapting scope and sequences and planning explicit learning experiences. Stages 1, 2 and 3 completed the "Becoming Mathematicians: Big Ideas to Start Strong" modules. Stage 3 completed additional training around Number Talks.

Check In data comparison of percentages of correct responses from 2022 to 2023 shows an increase, Year 3 2022 46.1%, 2023 47.6% (SSSG 55%%) and Year 5 2022 42.6%, 2023 46.9% (SSSG 53%). Student Interview for Student Reasoning (IfSR) data shows an improvement in student outcomes. Implications for 2024 include consolidating the Big Ideas in Mathematics schoolwide to further encourage the numeracy skills and success of students, as well as refining existing teaching practices and teacher confidence around mathematics, including assessment and tracking practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in Check-In Assessment mean scaled score for reading in Year 3 and Year 5 2023 when compared with Year 3 and Year 5 2022.	The mean scaled scores for Year 3 reading show an increase from 323.4 in 2022 to 329.0 in 2023. The cohort size grew significantly from 18 to 39. The mean scaled scores for Year 5 reading show an increase from 366.9 in 2022 to 368.1 in 2023. The cohort size grew from 26 to 35.
An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and Year 5 2023 when compared with Year 3 and Year 5 2022.	The mean scaled scores for Year 3 numeracy show a decrease from 322.6 in 2022 to 310.7 in 2023. The cohort size grew significantly from 18 to 40. The mean scaled scores for Year 5 numeracy show a decrease from 361.9 in 2022 to 353.2 in 2023. The cohort size grew from 26 to 35.

Strategic Direction 2: Leadership Density and Capacity Building

Purpose

To reflect on and refine the frequency and quality of leadership practices in the school. To develop the whole school's depth of understanding about the qualities that promote learning and generate positive influence on others. To embed a culture for a continuous pursuit of learning. To refine established professional conversation processes so that all involved gain new insights, perspectives and understanding. To develop a culture of feedback that supports practice based development.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Adaptive expertise and capacity building practices
- Leadership Capacity

Resources allocated to this strategic direction

Socio-economic background
QTSS release
Professional learning

Summary of progress

Adaptive Expertise and Capacity Building Practices

In 2023, the assistant principals lead professional learning and supported, modelled and mentored teachers in class to improve student learning outcomes. Professional Learning Communities (PLC) time was held in high regard by all staff, who anecdotally valued the opportunity to engage in professional learning with colleagues, collaboratively plan, discuss student learning, work samples and analyse data. The impact of successful PLC school wide has been evidenced through the Tell Them From Me survey where leaders have helped me create new learning opportunities for students (7.7), provided me with useful feedback about my teaching (7.0), school leaders have helped me improve my teaching (7.0) statements scoring at or above NSW norms.

Implications for 2024 include ensuring PLC learning is pre planned, purposeful, documented and aligns with the school strategic improvement plan. A need for formalised observations, such as Quality Teaching Rounds has been identified through staff reflections during the external validation process and the Tell Them From Me Survey.

Leadership Capacity

In 2023, there was a continued focus on building the leadership capacity of staff in a collaborative, positive team environment. Staff were encouraged and supported to apply for leadership roles, achieving higher levels of accreditation or continuing their education. Newly appointed executive participated in the teacher leadership learning program supported by behavioural specialist. The impact of working with the behaviour specialist has been described as transformational, and a powerful instrument in growth. Beginning teachers were supported to develop a repertoire of strategies to support students and ideas for making adjustments to their classroom set up, for example, in order to support students in their learning.

Implications for 2024 include review of the School Leadership Identification Framework to align with PDP goals for aspiring middle leaders. Feedback has been provided by participants around linking the process to writing an application for assistant principal positions, therefore identifying criteria and areas of development. Identifying and capitalising on the expertise of staff as a source for training and development. Surveying staff at the beginning of 2024 to seek information about their goals, as well as areas of interest and skill would facilitate this process and allow for teachers to be matched.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Network Culture Survey, uplift from 2022 baseline of 46% of teachers take time to observe each other teaching. • Document analysis of PLC minutes and professional learning undertaken. Records of PLC attendance continue to show consistent uninterrupted time 90% of the time by term 4.	Network Culture Survey results 2023, show an uplift of 16% for the area of teachers take time to observe each other teaching. This year the K-6 staff completed peer observations in two classrooms in the process of the implementation of PAX. There were no interruptions in the PLC schedule unless a staff member was away and missed a session. School staff ensured this time was valued and prioritised.
• Menti survey on the learning from Behaviour Specialist. • Completion of Individualised Leadership Journal.	Staff who participated in the Behaviour Specialist program completed a Menti Survey Results demonstrated a positive impact on classroom practices. Feedback also indicated that the current model would benefit from being modified to include demonstration of practice in the classroom with targeted students.

Strategic Direction 3: Student and Community Voice and Engagement

Purpose

To enhance community and student voice on decisions that shape their learning experiences. To build a collective responsibility for active, respectful communication which fosters meaningful collaborative partnerships across the school community. To embed school wide consistent procedures on student wellbeing so students become active citizens of our community. To develop higher levels of wellbeing and empowerment and develop stronger relationships with adults and peers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- • Student and Community Voice and Engagement
- • Active and Informed Citizenship

Resources allocated to this strategic direction

Socio-economic background
Aboriginal background
Professional learning

Summary of progress

Student and Community Voice and Engagement

In 2023, the focus was on creating and maintaining a positive environment and culture, as well as building respectful relationships, connections and a sense of belonging. The school increased communication with parents and the wider community via class dojo, postcards, parent information sessions and surveys. The student voice focus was active citizenship reported on in the initiative below.

There was an increase in the number of people attending school events. Community engagement and parent participation included volunteering for breakfast club and canteen as well as participation in the Community Hub Program and a parent gardening club. Implications for 2024 include expanding P&C involvement in school activities, increasing the numbers of volunteers and parent participation in the Community Hub. Refining practices around positive communication home and working in partnership to improve attendance. Student voice has been shown to have numerous benefits in encouraging engagement in learning, increased achievement and well being. Creating and maintaining a positive environment and culture, as well as building respectful relationships, connections and a sense of belonging. A sense of belonging is also fostered when community voice is sought, acted upon and valued. Student outcomes are enhanced when parents and carers are engaged in their learning journey.

Active and Informed Citizenship

In 2023, the focus was on student voice and influence within a climate where there were opportunities to design and participate in learning experiences and environments that engage and inspire. Students were encouraged to share their voice as part of the school decision making processes. There was a change to the student leadership structure with opportunities created for students from years 2 to 6. The impact has been overwhelmingly positive as leadership opportunities were open to a wider audience of students who may have missed out due to limitations around the elections process of only two Student Representative Council (SRC) members per class. The hard work of student leaders and their mentor teachers have made visible changes to the school environment. The library committee runs activities each break and the Aboriginal committee has put a proposal to the executive to rename the sports houses in honour of Aboriginal athletes. Students have the capacity to enact change, lead others and are supported and empowered to share their voice.

Implications for 2024 include upskilling mentor teachers on how to manage SRC committees and projects they can work on to improve the school. A formalised application process, including speeches and nominations is currently under development by student leaders in order to form committees for 2024. Developing a shared vision with student committees and an end goal to work towards will be a future focus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All classroom teacher engage in regular positive communication with parents about their student's learning goals throughout the year. Shown through an 18% increase of parents reporting they communicate with the teacher more than 3 times a term on the TTFM survey (from 57% to 75%) A 20% uplift from baseline of parents completing the TTFM parent survey. A 8% increase from baseline from TTFM parent survey data in parent participation in school committees and attending the school activities	In 2023 46% of parents reported that they communicate with the teacher more than 3 times a term. Although the target of 18% was not met, there was still a positive uplift of 8%. There was a 20% uplift in parents completing the TTFM survey with 35 parents participating in 2023, compared to 7 in 2021. In 2023 TTFM data parent participation in school committees increased by 30% from baseline.
A percentage increase in the number of students attending 90% of the time at school from 2022..	In 2022 29% of students attended over 90% of the time. In 2023 this increased to 41.7% of students attending over 90% of the time.
An uplift of 2.7 % from baseline of students indicating a overall positive sense of wellbeing.	There was a decrease of 11% in overall positive sense of wellbeing in 2023 to 61% down from 72%

Funding sources	Impact achieved this year
Refugee Student Support $1,418.33	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process. • Release time to engage staff in targeted professional learning. • Engage with external providers and specialist to provide intensive language support to identified EAL/D students. • Release time to engage staff in targeted professional learning. **The allocation of this funding has resulted in the following impact:** Supporting our students with this funding through employing a bilingual school learning support officer (SLSO) to support students assisted to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes was identified and supported. The provision of professional learning for all staff on the use of translating and interpreting services, and school resources was created to guide this process. **After evaluation, the next steps to support our students will be:** Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. Professional learning conducted by STARTTS (NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors) to develop staff understanding and develop a framework of understanding of working with students and families from refugee background.
Integration funding support $267,213.00	Integration funding support (IFS) allocations support eligible students at Villawood East Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Additional staffing to assist students with additional learning, social and emotional needs. • Staffing release for targeted professional learning around Trauma Informed Pratice and SPELA conference attendance. • SLSOs to support the transition of students to different grades and new teachers. **The allocation of this funding has resulted in the following impact:** The employment of SLSOs to support students with additional needs in mainstream classes enabled all students access to the curriculum and activities both in and out of the classroom at excursions. Additionally, students with behaviour, emotional or social needs were supported on the

Integration funding support $267,213.00	playground in structured activities aimed at reducing incidents and developing friendship groups. The successful transition of students to different grades and new class teachers was enabled through the assistance of SLSOs. **After evaluation, the next steps to support our students will be:** Continued employment of SLSOs to assist students with additional learning, social, emotional and behaviour needs in the playground and classroom. In 2024 the capacity of SLSOs will also be developed, in order to support target students with academic and behaviour goals.
Socio-economic background $704,732.91	Socio-economic background equity loading is used to meet the additional learning needs of students at Villawood East Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Adaptive expertise and capacity building practices • Student and Community Voice and Engagement • Designing and implementing effective, evidence-based literacy blocks • Using evidence-based, best practise in teaching Mathematics • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • Providing students without economic support for educational materials including uniforms and equipment. • Employment of external Allied Health providers to support students with additional learning needs, including speech and occupational therapy. • Employment of additional staff to support Community Hub program implementation. • Partnership with the Smith Family to support families through Learning for Life scholarships. • Subsidising school camps and excursions to reduce the cost for families. **The allocation of this funding has resulted in the following impact:** Families are supported financially at the school level through reduced or no cost uniforms and equipment. Excursions and camps are subsidised or provided at no cost for families with multiple children. School based activities, such as Multi Sport are wholly subsidised, thus ensuring equity and access to experiences for all students. The successful partnership with the Smith Family has resulted in an increase in the number of Learning for Life scholarships to 55 students. A number of Learning for Life families have also been provided with laptops and free internet access. The employment of speech therapists has enabled P-2 students with receptive and expressive language needs access to support. Weekly whole class sessions have developed the capacity of teachers in identifying and responding to student need. Employment of Occupational Therapists has also enabled students with fine and gross motor difficulties develop these abilities. Speech therapists and Occupational therapists have presented at Kindergarten orientation and whole staff professional learning. Programs made available through the Community Hub have provided parents and carers with a number of learning opportunities, including flower arranging and computer use, as well as creating a sense of belonging and developing the relationship between home and school. Playgroups, food hampers and parent excursions are also part of the Community Hub. Parent volunteers provide students with breakfast and a canteen three days per week. **After evaluation, the next steps to support our students will be:** In 2024, the continuation of the school's commitment to provide high quality education and experiences for all students through reducing or eliminating expenses, such as uniforms, excursions and activities. Increased programs and supports on offer through the Community Hub in order to reach a greater number of families and community members. Continued partnership with the Smith Family and employment of Speech and Occupational Therapists. Staff making a conscious effort to be visible, approachable,

Socio-economic background $704,732.91	increase the number of positive phone calls, postcards and Dojo messages.
Aboriginal background $21,916.06	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Villawood East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student and Community Voice and Engagement **Overview of activities partially or fully funded with this equity loading include:** • Employment of additional staff (SLSOs) to support for Aboriginal students. • Employment of specialist additional staff (AEO) to support Aboriginal students. • Staff participation in Aboriginal Education professional learning term 2 Staff Development Day. • Community projects in partnership with The Song Room and Weaving House- engagement of First Nations artist to deliver weekly lessons to students on music and Aboriginal cultures; participation in community and cultural events for Aboriginal students. • Provision of financial support to all Aboriginal students for school events including excursions, incursions, and camps. • Establishment of a joint environmental project between VEPS preschool and Coonamble Public School preschool. • Staff participation in Connections to Coonamble project. **The allocation of this funding has resulted in the following impact:** The employment of specialist staff including AEO and SLSOs to support Aboriginal students has resulted in increased student participation in learning and higher level of self confidence, as well as an increase in knowledge and understanding of Aboriginal culture. Aboriginal student participation in community and cultural events with Aboriginal students from other schools have not only broadened their perspectives but have also fostered a sense of connection and community. These experiences have contributed to a more inclusive and supportive school environment for our Aboriginal students. The professional learnings that occurred on staff development day in Term 2 provided an invaluable opportunity for our staff to develop their knowledge and understanding of Aboriginal cultures and histories. The positive response from the staff survey indicated a shared commitment to embed components of Aboriginal cultures and history into teaching programs, underscored a collective understanding of the importance of creating inclusive and culturally responsive learning environments. Staff participation in Connections to Coonamble project provided a profound insight into the diversity of cultures, languages, and traditions. The experience has also inspired a renewed commitment to fostering cultural awareness, understanding, and respect among our school community. The establishment of a collaborative environmental project between VEPS preschool and Coonamble Public School preschool provided a platform for cultural exchange and shared learning experiences. It reflected our commitment to building partnerships beyond the school boundaries for the benefit of our students. **After evaluation, the next steps to support our students will be:** In 2024, we will continue professional learning on Aboriginal Education (cultures and history) for staff to raise their understanding and knowledge of the subject matter, and to enhance Aboriginal education within our school community. We will aim to provide more opportunities for our Aboriginal students to participate in community and cultural activities and events to broaden their knowledge and strengthen their sense of connection and community. We will also continue our school collaboration with outside agencies to provide cultural learning for Aboriginal Students - Song Room,

Aboriginal background $21,916.06	Georges River Education Centre, The Smith family, Aboriginal Education Consultative Group (AECG), local elders, Coonamble Public School and Preschool.
English language proficiency $199,702.13	English language proficiency equity loading provides support for students at all four phases of English language learning at Villawood East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Designing and implementing effective, evidence-based literacy blocks • Using evidence-based, best practise in teaching Mathematics • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • EAL/D specialist teacher employed to support the English language learning of English as an additional language or dialect learners in class and through small group withdrawal. • Flexible funding to employ an additional EAL/D teacher one day a week and SLSO to provide bilingual support for Dari speaking students. • Identify EAL/D phases in order to support planning and inform the allocation of resources through English language proficiency equity loading, to support EAL/D students. • Collection of data to inform the equity loading for English language proficiency via the English as an additional language or dialect annual survey. **The allocation of this funding has resulted in the following impact:** The in class support provided by the EAL/D specialist teacher has enabled English as an additional language or dialect learners to access the curriculum in a structured, scaffolded manner, as well as encouraged the development of their English language skills. Additionally, EAL/D students were supported in small withdrawal groups which served to provide them with a highly supportive environment in which to practice English with peers at the same level of proficiency. The number of Dari speaking students increased in 2023, therefore a Dari speaking SLSO was employed to support students and their families. **After evaluation, the next steps to support our students will be:** The continuation of the model of the EAL/D teacher providing both in class and withdrawal group support for students will be a focus of the program. Enhancement of the specialist teacher's in class programs to ensure they meet new syllabus requirements around oral language and communication skills, as well as align with class teacher programs will be another goal in 2024. The utilisation of EAL/D teacher's expertise to provide assistance and professional learning for staff in terms of differentiation and adjustments to encourage student participation on the same basis as classmates will also be a focus as well as the employment of bilingual staff, including a Dari speaking SLSO.
Low level adjustment for disability $193,940.64	Low level adjustment for disability equity loading provides support for students at Villawood East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this equity loading include:** • The appointed learning and support teacher is currently seconded to itinerant hearing support. Through low level adjustment for disability equity loading a teacher was employed to fulfil this role until term 4. • In consultation with stage 2 and 3 supervisors, target students, including students in out of home care and those with emotional needs, were

Low level adjustment for disability $193,940.64	identified for wellbeing support. In order to provide positive models, develop social skills and friendship groups, target students were accompanied by selected peers to engage in play and visual arts based activities. • In consultation with stage 2 and 3 supervisors, target students were identified and withdrawn for small group reading intervention. **The allocation of this funding has resulted in the following impact:** Unfortunately due to staff absence and shortages the initial positive impact achieved, particularly through the wellbeing groups, was not maintained consistently throughout the year. **After evaluation, the next steps to support our students will be:** In 2024 a goal will be the employment of a full time learning and support teacher with the ability to deliver personalised learning for students with a range of additional needs schoolwide, therefore enhancing student engagement and attendance. In order to support class teachers with differentiation and strategies to meet the diverse needs of their students, it is envisaged the learning and support teacher would work closely and collaboratively with all staff, imparting their expertise and upskilling colleagues.
Professional learning $30,286.19	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Villawood East Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Adaptive expertise and capacity building practices • Student and Community Voice and Engagement • Designing and implementing effective, evidence-based literacy blocks • Using evidence-based, best practise in teaching Mathematics • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Course costs for staff undertaking professional learning aligning with whole school initiatives, strategic directions and PDP goals. • Teacher relief for staff engaging in professional learning. • Presentations by suitable and qualified facilitators, for example first aid workshops. **The allocation of this funding has resulted in the following impact:** The employment of staff to ensure each stage is allocated 2 uninterrupted hours per fortnight for Professional Learning Communities (PLC). Making this time available for stages and prioritising it in terms of timetabling and staffing has had a positive impact in developing cohesive stage teams and collaborative planning and professional learning, which in turn has had a positive impact on professional practice and student learning. Staff have also engaged in outside professional learning which aligns with whole school initiatives, such as "Making Spelling Stick" through SPELD and "Stronger Smarter". 1 staff member and the principal also engaged in a Community of Schools with Coonamble Public School. **After evaluation, the next steps to support our students will be:** A considered approach to designing relevant whole school professional learning. Planning meaningful training and development in advance, aligning with strategic directions and supporting new curriculum implementation. PLC to continue to be a priority for staffing and timetabling. PLC to operate using the spirals of enquiry model to deep dive into what is happening for our students and teachers as learners. Records of sessions to be maintained and visible. Personalised and targeted professional learning including mentoring and peer observation, i.e. Quality Teaching Rounds. Establishing norms whereby professional learning is shared amongst teams and whole school where appropriate, upon completion of outside learning.

| QTSS release

$59,302.37 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Villawood East Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Adaptive expertise and capacity building practices
 • Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • Additional staff are employed to cover each stage supervisor's class for one day per week.
 • Stage supervisors work closely with their team on individual goals and identified needs in order to enhance teaching quality, assist new curriculum implementation and provide mentoring and coaching.

The allocation of this funding has resulted in the following impact:
Overall the quality teaching, successful students (QTSS) release for stage supervisors has been impactful in providing opportunities for executives to team teach, model behaviour strategies and demonstrate lessons for colleagues. This has resulted in enhanced professional practice and knowledge of the new curriculum for teachers. Spending time in classrooms also allows executives to gain an understanding of the strengths and needs of students beyond their own class, as well as develop and maintain relationships.

After evaluation, the next steps to support our students will be:
Due to interruptions, primarily managing behaviour, a significant amount of QTSS release time was affected and unable to proceed as planned. Moving forward, efforts to limit interruptions, such as a call sheet in order of executive to provide assistance must be investigated. Further whole school clarification around class teacher managed incidents and executive managed incidents, ongoing schoolwide implementation of PAX GBG, use of the PAX Vision in classrooms, teaching of replacement behaviours, communication of wellbeing plans for top tier students may also help to decrease the need for executive intervention. Where appropriate, executive team are to continue the learning of the class. This strategy empowers class teachers to manage the challenging behaviour and encourage them to develop the relationship with the student. |
| COVID ILSP

$187,148.35 | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • Employment of teacher interventionists to deliver small group tuition.
 • Interventionists provided targeted, explicit instruction for infants and primary student literacy/numeracy.
 • Employment of Speechie one day per week to work with Kindergarten classes.
 • APCI supported implementation of interventionists programs, including professional learning, ongoing monitoring and assessment, targeting of students and creation of groups.

The allocation of this funding has resulted in the following impact:
The COVID Intensive Learning Support Program was prioritised, however at times disruption to delivery of intervention was unavoidable. Despite not always achieving expected benchmark, students developed a more secure set of skills allowing them to engage in class learning. A significant number |

COVID ILSP $187,148.35	of students who didn't meet benchmark also have LST needs and attendance concerns. A large number of students received intensive, small group support in literacy. Literacy groups successfully implemented the MiniLit Program which saw an improvement student progress and development of single sound knowledge, as well as blending, segmenting and high frequency words. Students receiving numeracy support were identified using the Mathematics Assessment Interview (MAI) and groups formed according to growth point data. Interventionists focused on Counting and Place Value domains and saw a significant increase in student improvement to align with age expected growth points. **After evaluation, the next steps to support our students will be:** COVID ILSP funding allocation will determine future directions for 2024. Ideally it would see the employment of high quality interventionists implementing programs to support the learning of target students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	122	129	135	152
Girls	121	110	126	127

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	88.9	87.4	79.5	86.7
1	89.3	90.3	77.3	84.4
2	87.5	91.0	77.3	84.6
3	90.4	89.9	84.3	86.7
4	90.3	90.9	82.9	87.3
5	92.1	90.8	80.1	86.3
6	93.6	90.8	82.8	87.4
All Years	90.1	90.1	80.3	86.0
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	12.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher EAL/D	1.2
School Counsellor	1
School Administration and Support Staff	7.72
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	772,319.59
Revenue	5,942,851.04
Appropriation	5,829,343.54
Sale of Goods and Services	19,897.32
Grants and contributions	70,067.41
Investment income	23,442.77
Other revenue	100.00
Expenses	-5,740,262.04
Employee related	-4,966,593.93
Operating expenses	-773,668.11
Surplus / deficit for the year	202,589.00
Closing Balance	974,908.59

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 **SBAR Adjustments** ($)
Targeted Total	186,029
Equity Total	1,120,292
Equity - Aboriginal	21,916
Equity - Socio-economic	704,733
Equity - Language	199,702
Equity - Disability	193,941
Base Total	2,845,855
Base - Per Capita	74,075
Base - Location	0
Base - Other	2,771,780
Other Total	886,619
Grand Total	5,038,795

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver satisfaction

Families were invited to participate in the Tell Them From Me Survey in 2023, to provide feedback in regard to school communication and relationships. Areas that were communicated as strengths included:

- Parents feel welcome at school
- Parents are informed about their child's academic, social progress as well as behaviour
- Parents support learning at home
- Parents fell that we provide an inclusive environment to all students
- 83% of parents feel our school is a culturally safe place for students.

35 parents completed the Tell Them From Me survey during the available window. Parent and carer voice is valued. This can be seen through the increasing number of parents completing the Tell Them From Me (TTFM) survey over the last 4 years. This number has steadily risen each year with 23 in 2022, compared to 14 in 2021 and 7 in 2020.

Student satisfaction

Villawood East Public School participated in the Tell Them From Me survey in May and November. The survey includes nine measures of student engagement, categorised as social, institutional, and intellectual engagement. Some areas that came out as strengths included:

- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback highlighted by a mean scaled score of 7.5
- 71% of students feel they have positive relationships at school
- 82% of students feel that schooling is useful in everyday life and is important for their future
- 81% of students try hard to succeed at their learning
- 82% of students have opportunities to participate in additional school sports
- 85% of students participate in extra curricular activities.

Teacher satisfaction

Each year teaching staff complete the Chipping Norton Network School Culture survey and the Tell Them From Me survey, both these surveys provide a good understanding of teacher satisfaction in a range of areas.

Areas of Strength from the Tell Them From Me Survey included:

- Setting Challenging and Visible Goals shows that teachers help students set their own learning goals (mean score 6.8)
- Use individual education goals for students with additional needs (mean score 8.3)
- Establishing clear classroom expectations and effective implementation of teaching strategies with a mean score of 8.0.
- This demonstrates our teachers confidence and skills in setting up effective environments for learning to take place.

Chipping Norton School Culture survey results demonstrate strengths in practice, including:

- Staff work collaboratively in teams to plan for effective learning (89%)
- Professional learning is valued by staff (96%)
- Staff believe that every child can learn and experience growth in their learning (96%)
- There is a positive learning culture at the school (89%)
- School leaders demonstrate they value classroom instruction (90%).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.